



MINISTRY OF EDUCATION

of Education in the Maldives

# *Professional Standards: Criteria For Quality Teaching*

**Secondary School Teachers *and* Unit Holders** →

July 1999

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## FOREWORD

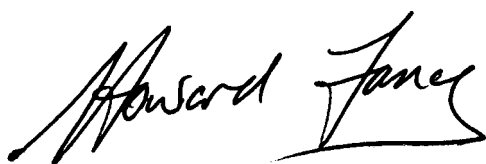
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Teachers and schools can and do make a significant difference to the lives and interests of many students. Effective performance management practices can support these efforts in many ways. They help a school maintain and enhance its overall capability to provide a positive and effective learning environment for all its students. They play an important role in informing and supporting the ongoing professional development of individual teachers. They help ensure that individual teachers are recognised and rewarded for the contribution they make to the work of a school and the learning of its students. They are also integral to maintaining and continuing to build a strong profession that is able to articulate the professional standards expected of its members.

The professional standards contained in this booklet were developed in consultation between the Post Primary Teachers' Association and the Ministry of Education. The New Zealand School Trustees Association, the Teacher Registration Board and Te Puni Kokiri also provided input. The standards have drawn on systems and criteria already operating in schools, including Appendix G and Teacher Registration Board criteria. They introduce a wider range of dimensions of teaching and specify standards for three levels of accomplishment, to recognise the higher level of skills and contribution teachers make as they progress in their careers. They also assist in the identification of areas that need development in a positive and supportive environment as part of the professional development cycle in schools. This will ultimately benefit all teachers and their students.

The new Secondary Teachers' Collective Employment Contract links pay progression to assessment against the professional standards, therefore it is important that performance management systems are consistent and objective. The professional standards will help to ensure a consistent approach to performance management across the profession.

The overall objective is to encourage and support schools to focus on the development of their most important resource, their teachers.



Howard Fancy

Secretary for Education

## Introduction

The purpose of this booklet is to provide information to boards of trustees, principals, and secondary teachers on the professional standards for secondary school teachers and unit holders (teachers). The booklet describes what professional standards are and how they are to be used. It also includes the professional standards applicable to secondary school teachers and unit holders. The information outlines the requirements for integrating the professional standards into existing performance management systems.

## Performance management systems in schools

Performance management systems (PMS) have been mandatory in all New Zealand schools since 1 January 1997. The Ministry of Education has provided resource materials and training programmes for boards of trustees, principals and teachers to enable them to develop skills in performance management and to integrate these systems with professional development strategies.

To date, feedback from boards, principals and teachers indicates that performance management systems are making a positive contribution to the quality of teaching in many schools. This has the potential to enhance learning outcomes for students.

In addition, since 1996, it has been required that secondary teacher performance be assessed against the criteria set out in Appendix G of the Secondary Teachers' Collective Employment Contract (STCEC). These criteria provided a base for assessing teachers' progress in relation to pay progression, competency and professional development. However, with the more recent introduction of PMS and the increasing emphasis on the quality of teaching and learning, it is timely to evaluate and enhance the criteria.

## What are professional standards?

Professional standards describe the critical knowledge, skills and attitudes needed to perform a particular role effectively. They are to form part of the PMS in each school. The standards describe the key elements of performance rather than provide an exhaustive list of responsibilities.

The professional standards build on existing PMS requirements so that the system now contains the following components:

- a) **professional standards** - key knowledge, skills and attitudes that all teachers are expected to demonstrate in carrying out their role(s).
- b) **performance objectives/expectations** - outcomes or results the teacher is expected to achieve.
- c) **development objectives** - planned improvements in performance, including the professional development activities the teacher will undertake to achieve these.

Teachers may also have a job description to outline the tasks they are expected to carry out.

Professional standards are a feature of education systems in a number of countries, including Britain and Australia. The standards presented in this document have drawn on overseas models, and also on those operating in New Zealand schools, including Teacher Registration Board criteria and Appendix G.

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## PROFESSIONAL STANDARDS: CRITERIA FOR QUALITY TEACHING

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### Why have professional standards been introduced?

The professional standards have been introduced as part of the Government's strategy for developing and maintaining high quality teaching and leadership in schools and improving learning outcomes for students. The standards reflect the Government's commitment to ensuring that students have the opportunity to learn from, and that schools are managed and led by, high quality professionals.

The professional standards are intended to strengthen existing PMS. They enable the dimensions of a teacher's performance that must be considered as part of PMS, to be more clearly specified. They help to ensure that employer and management expectations are clear and consistent across each school. They provide a framework for performance appraisal, give a clear focus for identifying development priorities and enable a stronger link between performance and remuneration.

The professional standards describe the expected standard of performance for three levels of teaching - Beginning Classroom Teachers, Classroom Teachers and Experienced Classroom Teachers. These levels have been designed to recognise the development of skills as teachers progress through their careers. This structure will assist teachers and their managers with setting performance expectations and identifying goals for professional and personal development.

### How will the professional standards be used?

The STCEC 1999-2001 settlement requires the appropriate level of professional standards to be included in each teacher's performance expectations and development objectives from the beginning of the 2000 school year. School boards will be required to ensure that the professional standards are incorporated into school performance management systems by that time.

Principals are required to ensure that an annual assessment of each teacher's performance is carried out. From the beginning of 2000, this assessment must include assessment against all of the professional standards at the appropriate level (together with any other objectives covered in the school's PMS for teachers). This requirement includes teachers who have already reached the top of the salary scale.

Please note that access to the second tranche of the new salary rates (19 April 2000) for people at the top of the base scale, will only be available once they have been assessed as meeting the experienced classroom teacher professional standards. It is important to ensure that the standards are in place by the beginning of 2000 to allow time for this assessment to take place.

The professional standards apply to all teachers covered by the STCEC, including part-time teachers and manual teachers in primary and intermediate schools. Those teachers who have signed the secondary teachers' Individual Employment Contract promulgated on 5 July 1999 are also subject to the professional standards.

Teachers who hold units will be assessed against the relevant standards for unit holders in respect of their units, as well as being assessed against all of the standards for teachers at the appropriate level in respect of their classroom teaching duties.

It will be up to each school to decide how best to approach assessment against the standards. Some may prefer to carry out their annual performance assessments directly against the professional standards while others may develop performance indicators to clarify performance expectations. The advantages of indicators are that they reflect more effectively the practical context in which the standards operate and they can be used to highlight the aspects of performance that the principal or manager and the individual teacher agree are most important to meet the board's expectations for the school.

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## PROFESSIONAL STANDARDS: CRITERIA FOR QUALITY TEACHING

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### How will the professional standards relate to pay increases?

The professional standards are linked to pay increases through the STCEC settlement. The settlement requires that, from the beginning of the 2000 school year, pay progression on the base scale will be subject to the employer annually attesting that the teacher has met the professional standards at the appropriate level.

In addition, teachers who have been on the base scale maximum for 12 months or longer when the new rates are introduced on 19 April 2000, are required to be attested as meeting the experienced classroom teacher professional standards before being able to move to the new top rate.

The appropriate level of professional standards will need to be confirmed between each teacher and their manager and included and documented in the PMS for each teacher. The teacher will need to demonstrate that he or she meets the standards at the relevant level in order to progress to the next step on the salary scale. The employer will be required to attest that the teacher has met the standards in order for the salary increment to be paid, as was the case under Appendix G.

Additional standards or performance objectives that reflect the special character of the school or an individual teacher's role may be negotiated between the teacher and their manager, but these cannot be used as the basis for determining salary progression.

#### *Beginning classroom teachers*

Beginning classroom teachers may have up to two annual assessments against all of the professional standards for beginning classroom teachers (or three if registration is delayed), before being assessed at the classroom teacher level. At the same time the school must ensure that the beginning classroom teacher is meeting the Teacher Registration Board requirements for registration.

If the teacher has previous relevant experience or achieves rapid progress they may be assessed against the classroom teacher standards at an earlier date - provided the teacher and their manager agree. Please note that a teacher cannot gain early registration or accelerated salary progression through this assessment process.

#### *Classroom teachers*

Teachers will be assessed against the classroom teacher standards when they are fully registered - or after two years in the case of teachers holding Limited Authority to Teach (LAT) status. Classroom teachers would usually have three annual assessments against all of the classroom teacher standards, unless progression is deferred or the teacher and their manager agree to apply the experienced classroom teacher standards.

#### *Experienced classroom teachers*

Experienced classroom teachers are teachers who have progressed beyond the classroom teacher standards. All teachers (including LAT's) will have their performance expectations and professional and personal development goals set against all of the experienced teacher standards when they have reached their appropriate base scale maximum. At the same time the appraisal system will provide information for the renewal of practising certificates.

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### *Progression through the levels of the professional standards*

Under normal circumstances, teachers entering the salary scale at the graduate teacher level will have two annual assessments at the beginning classroom teacher level and three annual assessments at the classroom teacher level.

### *Deferred progression*

The STCEC provides for deferred salary progression. Principals will be able to defer progression for teachers and/or unit holders who have not met the professional standards at the appropriate level throughout the assessment period.

If progression is deferred, a timeframe for meeting the professional standards must be agreed by the manager and the teacher. A programme of support and development must be put in place to assist the teacher to meet the standards. If after a second assessment it is agreed that the teacher is meeting the appropriate standards, the increment will be paid effective from the date of attestation. This date will then become the teacher's anniversary date for increment purposes.

Where the teacher has not met the appropriate standards the principal will determine whether there are significant areas of concern to warrant initiating competence procedures or whether a programme of further support and development should continue.

### Further sources of information

The Ministry will provide general guidance and resource material to assist schools with integrating the standards into their PMS, including ways in which the development of performance indicators or measures might be approached.

The following sources of information may also be helpful:

Secondary Teachers Collective Employment Contract 16 June 1999 - 30 April 2001

*PMS 1, Performance Appraisal*, Ministry of Education, February 1997

*PMS 4, Teacher Registration*, Ministry of Education, July 1997

New Zealand School Trustees Association Advisory Service

## PROFESSIONAL STANDARDS FOR SECONDARY TEACHERS - CRITERIA FOR QUALITY TEACHING

<b>Dimension</b>	<b>Beginning Classroom Teachers</b>	<b>Classroom Teachers</b>	<b>Experienced Classroom Teachers</b>
<b>Professional Knowledge</b>	<p>Beginning Classroom Teachers have not yet attained full registration. They are working with the advice and guidance of the school towards gaining the expected skills and knowledge of the Classroom Teacher.</p>	<p>Classroom Teachers have taught for at least two years, have attained full registration and display a high level of competence in the performance of their day-to-day teaching responsibilities.</p>	<p>Experienced Classroom Teachers are highly skilled practitioners and classroom managers (see clause 2.2.8 of the Secondary Teachers' Collective Employment Contract). They have a highly developed understanding of teaching and learning and, as such, provide highly effective classroom environments and are able to support and provide assistance to teaching colleagues.</p>
<b>Professional Development</b>	<p>are <b>expanding knowledge, with advice and guidance in:</b></p> <ul style="list-style-type: none"> <li>• the practical application of curriculum, learning and assessment theory</li> <li>• current issues and initiatives in education, including Māori education</li> </ul>	<p>are <b>competent in relevant curricula demonstrate a sound knowledge of current learning and assessment theory demonstrate a sound knowledge of current issues and initiatives in education, including Māori education</b></p>	<p><b>demonstrate a significant depth of knowledge in the theory and practical application, where appropriate, of:</b></p> <ul style="list-style-type: none"> <li>• curricula relevant to their teaching speciality(ies)</li> <li>• learning and assessment theory and developments</li> <li>• the current issues and initiatives in education, including Māori education</li> </ul> <p><b>demonstrate a high level of commitment to:</b></p> <ul style="list-style-type: none"> <li>• further developing their own knowledge and skills</li> <li>• encouraging and assisting colleagues in professional development</li> <li>• further developing understandings of the Treaty of Waitangi</li> </ul>
<b>Teaching Techniques</b>	<p>are, <b>with professional guidance, developing effective strategies in regard to:</b></p> <ul style="list-style-type: none"> <li>• programme planning and assessment design</li> <li>• teaching techniques</li> <li>• development and appropriate use of teaching resources</li> <li>• use of currently-available technologies</li> <li>• evaluation and reflection on teaching techniques and strategies</li> </ul>	<p><b>plan and use appropriate teaching programmes, strategies, learning activities and assessments demonstrate flexibility in a range of effective teaching techniques make use of appropriate technologies and resources impart subject content effectively evaluate and reflect on teaching techniques and strategies with a view to improvement</b></p>	<p><b>demonstrate expertise and refined strategies in:</b></p> <ul style="list-style-type: none"> <li>• the development and practice of teaching programmes and resources, learning activities and assessment regimes</li> <li>• highly effective teaching techniques</li> <li>• evaluation, appraisal and reflection on their own and others' teaching practices with positive outcomes</li> </ul>

PROFESSIONAL STANDARDS FOR SECONDARY TEACHERS - CRITERIA FOR QUALITY TEACHING (CONTINUED)

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
<p><b>Student Management</b></p>	<p>are developing sound understandings and strategies, within the confines of available resources, to:</p> <ul style="list-style-type: none"> <li>manage student behaviour</li> <li>recognise individual learning needs</li> <li>develop positive and safe physical and emotional environments</li> <li>recognise diversity</li> </ul>	<p>manage student behaviour effectively establish constructive relationships with students be responsive to individual student needs develop and maintain a positive and safe physical and emotional environment create an environment which encourages respect and understanding maintain a purposeful working environment</p>	<p><b>demonstrate expertise and refined strategies in:</b></p> <ul style="list-style-type: none"> <li>the development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students</li> <li>managing student behaviour effectively</li> </ul>
<p><b>Motivation of Students</b></p>	<p>are receiving professional guidance and demonstrating increasing competence in:</p> <ul style="list-style-type: none"> <li>setting expectations which promote learning</li> <li>effective techniques in student motivation</li> </ul>	<p>engage students positively in learning establish expectations which value and promote learning</p>	<p><b>demonstrate a high level of effectiveness in:</b></p> <ul style="list-style-type: none"> <li>encouraging positive school-wide engagement in learning</li> <li>fostering and practising cultures of learning and achievement</li> </ul>
<p><b>Te Reo me ōna Tikanga</b></p>	<p>are expanding knowledge and developing sound skills, with advice and guidance in:</p> <ul style="list-style-type: none"> <li>accurate pronunciation of basic Māori vocabulary</li> <li>common greetings and waiata</li> <li>basic Māori protocols</li> </ul>	<p>continue to develop understandings and skills in the appropriate usage and accurate pronunciation of Te Reo Māori demonstrate an understanding of basic Māori protocols when opportunities arise</p>	<p><b>demonstrate commitment to the promotion in education of:</b></p> <ul style="list-style-type: none"> <li>the appropriate and accurate use of Te Reo Māori</li> <li>the adoption of Māori protocols where appropriate</li> </ul>
<p><b>Effective Communication</b></p>	<p>are demonstrating, with the support of senior staff, growing ability to successfully:</p> <ul style="list-style-type: none"> <li>communicate effectively with students, families, whanau and caregivers</li> <li>report on student progress</li> <li>share information with colleagues</li> </ul>	<p>communicate clearly and effectively in either or both of the official languages of New Zealand provide appropriate feedback to students communicate effectively with families, whanau and caregivers share information with colleagues</p>	<p><b>demonstrate particular skill and success in:</b></p> <ul style="list-style-type: none"> <li>communicating effectively with students</li> <li>reporting on student achievement to students, families, whanau and caregivers</li> <li>inter-staff communications</li> </ul>
<p><b>Support for and Co-operation with Colleagues</b></p>	<p>are receiving professional support and encouragement to successfully:</p> <ul style="list-style-type: none"> <li>build professional relationships</li> <li>contribute where appropriate to professional development activities</li> </ul>	<p>maintain effective working relationships with colleagues support and provide assistance to colleagues in improving teaching and learning</p>	<p><b>demonstrate a high level of commitment to:</b></p> <ul style="list-style-type: none"> <li>encouraging and fostering effective working relationships with and between others</li> <li>providing support and assistance to colleagues where appropriate</li> </ul>
<p><b>Contribution to Wider School Activities</b></p>	<p>are demonstrating a willingness to be involved in activities which contribute positively to the life of the school</p>	<p>contribute positively to the life of the school and its community</p>	<p><b>contribute towards the effective functioning of the total school operation, including the school's relationship with parents and the wider community</b></p>

<p>The following are indicative standards to apply to unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by the job description attached to (or describing the responsibilities and tasks attached to) their unit(s). In respect of any classroom teaching duties, they will be assessed against the appropriate level of the professional standards.</p> <p>In addition, they must meet the following standards, where they are applicable, in respect of their leadership responsibilities. When the following standards do not fully express the key expectations of unit holders, these standards may be amended and/or alternative standards can be adopted with the agreement of the unit holder and the employer. Standards which are not applicable should be disregarded.</p>
<p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students</li> </ul>
<p><b>Staff and Student Management</b></p> <ul style="list-style-type: none"> <li>represent and communicate effectively, to a range of audiences, the goals and tasks of the department, faculty or area of responsibility</li> <li>participate in and where appropriate contribute to the school's performance management system</li> <li>provide effective advice and guidance to other members of the staff</li> <li>monitor teacher/student relationships and provide advice and support when required</li> <li>communicate effectively with students and staff</li> </ul>
<p><b>Professional Leadership</b></p> <ul style="list-style-type: none"> <li>understand the aims of and display competence in the area of responsibility</li> <li>provide professional leadership to staff within the delegated area(s) of responsibility</li> <li>make constructive contributions, where applicable, to the management of the school</li> <li>demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility</li> <li>undertake appropriate professional development to enhance individual expertise in areas of management, administration and education</li> <li>identify and act on opportunities for improving teaching and learning</li> <li>ensure that procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies</li> <li>ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility</li> <li>foster positive relationships between the school and all sectors of the community</li> </ul>
<p><b>Guidance Counsellors and RTLBs</b></p> <ul style="list-style-type: none"> <li>in the case of guidance counsellors and Resource Teachers (Learning and Behaviour) the appropriate standards are applied in the context of their student case work</li> <li>the Secretary for Education's PMS 5 notice (November 1997) will apply for reference</li> </ul>

Extra copies of this booklet are available from:

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WELLINGTON

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ISBN 0-477-05120-0

